

Indiana
A Materials Unit for use in the Elementary
Classroom

An Honors Thesis (HONRS 499)

by

Brooke L. Newcomb

Thesis Advisor
Dr. Jill Miels

Jill C. Miels, Ph.D.

Ball State University

Muncie, Indiana

October 1995

Expected date of graduation:
December 1995

SpCo!
Thesis
11
2468
124
1295
1149

Purpose of Thesis

This thesis is designed to aid an elementary teacher in the instruction of Indiana. It contains fact outlines, activities, and a list of a few of the available materials on Indiana. The design of this thesis is one that allows the teacher only to use the activities that he or she desires to use. The activities do not have to be used in any certain order. The teacher is also free to adapt and extend any of the activities as he/she deems necessary.

Acknowledgements

I would like to express my thanks to Dr. Jill Miels for all of her patience and help with this thesis. I would also like to thank all of the people who assisted me in collecting information.

INDIANA

Arthur Franklin Mapes

Kendallville, Indiana

God crowned her hills with beauty,
 Gave her lakes and winding streams,
Then He edged them all with woodlands
 As the settings for our dreams.
Lovely are her moonlit rivers,
 Shadowed by the sycamores,
Where the fragrant winds of summer
 Play along the willowed shores.
I must roam those wooded hillsides,
 I must heed the native call,
For a Pagan voice within me
 Seems to answer to it all.
I must walk where squirrels scamper
 Down a rustic old rail fence,
Where a choir of birds is singing
 In the woodland ... green and dense.
I must learn more of my homeland
 For it's paradise to me,
There's no haven quite as peaceful,
 There's no place I'd rather be.
Indiana ... is a garden
 Where the seeds of peace have grown,
Where each tree, and vine, and flower
 Has a beauty ... all its own.
Lovely are the fields and meadows,
 That reach out to hills that rise
Where the dreamy Wabash River
 Wanders on ... through paradise.

*adopted as Indiana's official poem in 1963

GENERAL INDIANA TRIVIA

"Indiana" means --- "land of the Indians"

"Indianapolis" means --- "city of Indiana"

State Bird --- Cardinal

State Flower --- Peony

State Tree --- Tulip

State Stone --- Limestone

State Nickname --- Hoosier State

State Motto --- "The Crossroads of America"
(more major highways intersect in Indiana than in
any other state!)

State Song --- "On the Banks of the Wabash"

State Poem --- "Indiana"

FACT OUTLINES

GEOGRAPHY

1. Indiana is made up of three geographical regions.

A. The Great Lakes Plain

1. flat, gently rolling land
2. many rivers and lakes
 - a. Tippecanoe River
St. Joseph River
 - b. Lake Wawasee
Lake James
Lake Michigan
Maxinkuckee Lake
3. sand-dunes
4. wet-lands
5. pastures
6. forests

B. The Till Plain

1. flat land
2. fertile soil
3. many rivers

C. The Southern Hills and Lowlands

1. many hills
2. many rivers
 - a. White River
 - b. Wabash River
 - c. Ohio River
3. forests

II. Glaciers

A. formed the regions of Indiana

1. made the basins and the plains of the Great Lakes Region
 - a. many different landforms in this region
2. deposited the till in the Till Plains Region
 - a. fertile soil = lots of farms
3. melted before they could move the hills of the Southern Hills and Lowlands
 - a. lots of rocks and rock formations

III. Climate

A. temperate climate

(changes with a wide range)

1. summers
 - a. hot and wet
 - b. average July temperatures
 1. southern - 78 degrees F
 2. northern - 73 degrees F
 - c. hottest ever recorded - 116 degrees F
2. winters
 - a. cold and lots of precipitation
 - b. average January temperatures
 1. southern - 35 degrees F
 2. northern - 25 degrees F
 - c. coldest ever recorded - -35 degrees F

B. climate varies throughout the state

1. South vs. North
 - a. more moisture in south than north
 - south averages 44 inches of precipitation
 - north averages 36 inches of precipitation
 - b. temperatures
 - southern temperatures usually 8 to 10 degrees warmer

C. hazards of Indiana climate

1. heavy rains
2. severe thunderstorms
3. frozen ground
4. tornadoes

BEFORE STATEHOOD

I. Native Americans

A. Woodland People

1. believed to have lived in the Indiana area around 2000 years ago
2. hunted, fished, and grew a few crops
3. believed to have been the first to make and use pottery for cooking and storing food
4. mound builders
 - a. used for burial purposes

B. Mississippian culture

1. believed to have lived in the Indiana area after the Woodland people (400 A.D. to 1200)
2. hunted, gathered food, and were farmers
 - a. grew corn
3. mound builders
 - a. used for temples

C. The Miami

1. 1200 to 1812 A.D.
2. most numerous native Americans in Indiana
 - a. by late 1600s -- about 10,000 Miami
3. consisted of six tribes
 - a. only one actually named Miami
 - French traders grouped them all as Miami Indians
 - b. other tribes included Potawatomi, Delaware, Huron, and Shawnee
4. villages
 - a. each village had a chief or chiefs
 - could be male or female
 - war time and peace time chiefs
 - women could not serve on war council
 - b. ranged from 50 to over 1,000 people
5. men
 - a. hunters, sometimes warriors
 - b. couldn't marry until they had fought in a battle

6. women
 - a. tended crops (beans, squash, melons, corn)
 - b. wove cloth, tended skins, cooked, and cared for children

II. French

A. Robert La Salle

1. believed to be the first European to see Indiana
2. fur traded

B. forts

1. Fort Ouiatenon
 - a. first French fort in Indiana
 - b. built in 1717
 - c. located along Wabash River
-near present-day Lafayette
2. Fort Miami
 - a. second French fort in Indiana
 - b. built in 1722
 - c. located in present-day Fort Wayne
3. Fort Vincennes
 - a. third French fort in Indiana
 - b. built in 1732
 - c. located along lower Wabash River
-near present-day Vincennes

C. relations with Miami

1. got along well - allies
2. forts not only protected lands, but helped keep good relations with the Miami

III. French vs. English

A. mid 1700s

1. French and English fighting over fur trade and land in Indiana
2. in a full war by 1754

B. allies

1. French
 - a. Miami Indians
2. English
 - a. Iroquois Indians

C. 1760s

1. England won war
2. Treaty of Paris
 - a. 1763
 - b. French gave up Indiana lands to English

AGRICULTURE, INDUSTRIES, AND NATURAL RESOURCES

I. Agriculture

A. Crops

1. corn is the major crop
 - a. 24% of total farm income comes from corn
 - b. most corn doesn't leave the state
 - used to feed animals
 - supplies industries whose products use corn
 - ex. cereal, popcorn
 - Indiana is one of the world's largest producers of popcorn
2. soybeans
 - a. 21% of total farm income comes from soybeans
 - b. most of the soybeans are stored for future use
 - c. soybeans used to produce margarine
3. other crops include wheat and vegetables

B. Livestock

1. Hogs
 - a. pork products
2. Cattle
 - a. beef products
 - b. milk and milk products
 - c. 10% of total farm income comes from cattle
3. Chickens
 - a. poultry
 - b. eggs
 - c. 2nd largest poultry and egg producing state
 - Mentone is the "Egg Basket of the Midwest"

II. Industries

A. steel making

1. Gary
 - a. steel capitol

- b. founded in 1906 because of its location
 - halfway between iron mines in Minnesota and coal fields in southern Indiana and Kentucky (both needed in the production of steel)
 - B. production of television and stereos
 - C. production of buses and recreational vehicles
 - 1. New Castle
 - a. many school buses made there
 - 2. Decatur
 - a. many recreational vehicles made there
 - D. auto industry
 - 1. Indiana one of 1st states to begin building autos
 - a. South Bend
 - Studebakers
 - b. Marion
 - General Motors
 - c. Indianapolis
 - Chrysler engines
 - E. production of musical instruments
 - 1. Elkhart - "Band Instrument Capitol of the World"
 - F. pharmaceuticals
 - G. mining
 - 1. coal and limestone
 - III. Natural Resources
 - A. trees
 - 1. more than 130 kinds (include)
 - a. black walnut
 - b. hickory
 - c. maple
 - d. oak
 - e. sycamore
 - 2. forests
 - 3. production of furniture, paper, etc.
 - B. soil
 - 1. farming
 - C. coal, oil and natural gas
 - 1. burned for energy

- 2. found in southwestern Indiana
- D. peat
 - 1. used to improve poor soil
 - 2. dirt-like substance found in northern Indiana
- E. limestone
 - 1. used in cement and other building materials
 - 2. formed from minerals found in water
 - 3. mined in quarries in the Southern Hills and Lowlands
- F. gypsum
 - 1. used to make walls, plaster of Paris, and toothpaste
 - 2. very soft
 - 3. mined in the Southern Hills and Lowlands
- G. shale and clay
 - 1. used to make tiles, bricks, and cement
 - 2. found in the central region

GOVERNMENT

- I. Constitution
 - A. first constitution put into effect in 1816
 - B. second constitution put into effect in 1851
 - 1. reorganized the government
 - 2. still in use today
- II. Executive offices
 - A. governor
 - B. lieutenant governor
 - C. attorney general
 - D. secretary of state
 - E. auditor of state
 - F. treasurer of state
- III. Legislature (General Assembly)
 - A. 50 senators
 - B. 100 representatives
- IV. Judiciary
 - A. State Supreme Court
 - 1. five judges
 - B. County circuit courts
 - C. State Court of Appeals
 - 1. twelve judges
 - D. Superior courts
 - E. City courts
- V. National Representatives
 - A. two U.S. senators
 - B. ten members of the House of Representatives
 - C. twelve electoral votes

PEOPLE

I. Occupations

- A. farmers
- B. industry workers
- C. professionals

II. Religions

- A. some of the main religious affiliations
 - 1. Amish
 - 2. Catholics
 - 3. Baptists
 - 4. Lutherans
 - 5. Methodists
 - 6. Jews

III. Authors

- A. James Whitcomb Riley
 - 1. from Greenfield, Indiana
 - 2. called "The Hoosier Poet"
 - 3. "Little Orphan Annie"
- B. Gene Stratton Porter
 - 1. *Freckles*
 - 2. *Girl of the Limberlost*
- C. Jim Davis
 - 1. cartoon strip "Garfield"
- D. John Gruelle
 - 1. created Raggedy Ann and Andy
 - 2. wrote 40 stories about Raggedy Ann and Andy
- E. Booth Tarkington
 - 1. from Indianapolis, Indiana
 - 2. *Penrod*

IV. Artists

- A. John Wesley Hardrick
 - 1. life-sized portraits of Indianapolis citizens
- B. Jim Davis
 - 1. cartoonist ("Garfield")
- C. Theodore C. Steele
 - 1. nine portraits in the Governors' Portraits Collection
 - 2. landscapes of countryside around Brown County

- D. Robert Indiana
 - 1. born Robert Clark
 - a. changed name to fit state
 - 2. 1966 painting "LOVE"

V. Musicians

- A. Cole Porter
 - 1. from Peru, Indiana
 - 2. "Night and Day"
 - 3. "You're the Top"
 - 4. other show tunes and movie tunes
- B. Hoagy Carmichael
 - 1. from Bloomington, Indiana
 - 2. "Star Dust"
 - 3. Carmichael Hall at Indiana University named after him
- C. John Cougar Mellencamp
- D. Michael Jackson
- E. Joshua Bell
 - 1. one of the youngest professional violinists in the world

SPORTS AND RECREATION

- I. The Indianapolis 500
 - A. Indianapolis Speedway founded in 1909
 - B. 1911
 - 1. first 500 mile race held
 - 2. won by Ray Harroun
 - a. average speed = 75mph
(today's average speed = over 170mph!)
 - 3. held the Sunday of Memorial Day Weekend in May
 - C. a museum is located inside the Speedway, along with a golf course
- II. Basketball
 - A. Hoosier Hysteria
 - a. used to describe the feelings that occur during the time of the final four basketball games
 - B. Oscar Robertson
 - 1. Cincinnati Royals
 - C. Larry Bird
 - 1. from French Lick, Indiana
 - 2. played basketball for Indiana State University
 - 3. Boston Celtics
- III. Baseball
 - A. Don Mattingly
 - 1. New York Yankees
- IV. Football
 - A. Notre Dame
 - 1. college in South Bend, Indiana
 - 2. home of the Fighting Irish
 - B. Tom Brown
 - 1. played for the Fighting Irish
 - 2. Los Angeles Raiders
- V. Brickyard 400
 - A. NASCAR race
 - B. held at the Indianapolis Speedway
 - C. first ran in 1994

ACTIVITIES

SALT MAP

OBJECTIVES: Using their knowledge and a paste mixture, the students will be able to make a relief map of Indiana.

MATERIALS:

(for one map)	cardboard
1/4 c. salt	1/4 c. flour
water	bowl to mix paste in
spoon to mix paste	tempera paint
paint brushes	

PROCEDURE:

1. Trace or draw a map of Indiana onto the cardboard.
2. Mix the salt and flour together. Add enough water to make a paste.
3. Pour the paste onto the center of the map and spread it out so that it fits the shape of the map.
4. While the paste is wet, form rivers, hills, and other landforms. Mark the state capitol and other cities if so desired.
5. After paste is completely dry, paint it with tempera paint.

EVALUATION: Students may be evaluated by using a check list. The students will be told before beginning the activity specific items that must be present on their map. Check to make sure those items are properly placed. Also, points could be given for any "extra" items they may have included.

MAKING OBSERVATIONS

OBJECTIVES: The students will be able to make observations of the weather and record their findings in an observation log book.

MATERIALS: a log book for each student
an outdoor thermometer

PROCEDURE:

1. For a given amount of time (ex. two weeks) the students will observe the daily weather.
2. The students will observe the temperature using the outdoor thermometer. They will also observe the weather conditions, such as rainy, sunny, cloudy, etc.
3. The students will record their observations in their log books.

EXTENSION: With the cooperation of parents, have the students either watch the weather portion of the news or locate the weather information in the newspaper and record those findings in their observation logs. For example, they could look for the daily high and low, the amount of precipitation, and the wind speed.

EVALUATION: This activity may be a self-evaluated activity. The students could evaluate their own progress by checking their findings with those of the other students. The teacher can evaluate the students' progress when he/she evaluates the activities that could be used with the observation log.

For ideas on how to use the observation logs, look at the next few pages.

MAKING GRAPHS

OBJECTIVES: Using their observation logs, the students will be able to construct picture, bar, and line graphs.

MATERIALS: paper pencils
rulers crayons/markers
observation logs

PROCEDURE:

1. Using their observations logs and other materials, the students will construct a line graph that shows the temperature over the given time.
2. Using their observation logs and other materials, the students will construct a picture and/or bar graph that shows the weather conditions over the given time.
3. Using the picture and/or bar graphs they made, the students can discuss the weather they observed. Some questions you might ask:
How many days did it rain?
What weather condition occurred the most?
Were there more cloudy or sunny days?

EVALUATION: Some questions to ask yourself when evaluating the students: Are the graphs constructed properly?
Does the graph show the information correctly?
Students' progress can be evaluated by the answers to those questions.

FIGURING AVERAGES

OBJECTIVES: The students will be able to take a set of numbers and compute the average.

MATERIALS: paper and pencil
observation logs
calculator (optional)

PROCEDURE:

1. Using their observation logs, the students will write down the temperature they observed for each given day.
2. Either using a calculator or paper and pencil (teacher's option), the students will add the numbers together.
3. The students will divide the sum by the number of days observed.
4. The quotient is the average temperature for the given time.

EVALUATION: Students may be evaluated by being given either a quiz on figuring averages or a worksheet. The problems don't necessarily have to coincide with the information that they have in their observation logs. This is simply a procedure to use to determine if the students have mastered the process of figuring averages.

GEOGRAPHY PUZZLE

OBJECTIVES:

Using foam core, the students will be able to construct a map and design a key for the map.

PREREQUISITES:

The students will need to have had a lesson on safety when using an exacto knife.

MATERIALS:

foam core	exacto knife
file	crayons, markers, paints, etc.
glue	

PROCEDURE:

1. The students will draw or trace the shape of Indiana onto a piece of foam core.
2. Using the exacto knife, the students will carefully cut out the shape of Indiana.
3. The students now have two pieces of foam core: the shape of Indiana and the outline of Indiana. Using a file, the students will smooth out both shapes. This also makes the pieces fit together easier.
4. Taking another piece of foam core, the students will glue the outline of Indiana onto the new piece. Now the outline has a bottom to it for the puzzle pieces to rest on.
5. Using crayons, markers, paints, etc. The students will color-code the geographical features onto the shape of Indiana. (You may also do the counties, political districts, etc.)
6. Using the exacto knife, the students will cut the shape of Indiana into random puzzle pieces.

7. Next, file the sides of each shape smooth.
8. Place the puzzle pieces into the outline of Indiana. You now have completed the puzzle!

EVALUATION:

Does the student's map key correctly correspond with the color-coding on their puzzle?
Are the items they coded correctly placed?
Did they follow all safety rules when working?

GEOGRAPHY COLLAGE

OBJECTIVES: The students will be able to identify and cut out pictures from magazines that depict Indiana's geographical features.

MATERIALS: scissors glue
 old magazines construction paper

PROCEDURE:

1. Using old magazines, choose pictures that show the geographical features of Indiana.
2. Using the scissors, cut the chosen pictures from the magazines.
3. Glue the pictures onto the construction paper.
4. Be able to tell why you chose the pictures!

EVALUATION: You may evaluate the students orally for this activity. Talk with each student individually. Ask them why they chose the pictures they did. Do the chosen pictures show geographical features of Indiana?

T-SHIRT

OBJECTIVE: The students will use their knowledge of the geographical characteristics of Indiana to design a T-shirt.

MATERIALS: white T-shirt for every child
tempera paints
paint brushes
hangers

PROCEDURE:

1. Give each student a white T-shirt.
2. Students will use the tempera paints and paint brushes to paint on the shirt.
3. Designs on the shirts should include the geographical features of the student's environment.
4. When finished, shirts should be hung up on hangers to dry completely.

EVALUATION: Are the geographical features on the T-shirt accurate with the geographical features in the environment?

*It might be fun to have the students all wear their T-shirts on a particular day for a class picture. If possible, make enough copies of the picture so that each child could have one.

PEN-PALS

OBJECTIVE: The students will use their letter writing skills to write to a pen-pal. These letters will inform each other about the geography of the region in Indiana in which the students live.

MATERIALS: a pen-pal for each student

PROCEDURE:

1. Make arrangements with another class from a different geographical region than your own to be pen-pals with your students.
2. Assign each student a pen-pal. It might be best to let the students draw their pen-pal's name from a hat.
3. Using good letter writing skills, have your students write a letter to their pen-pal. The first letter needs to be an introductory letter; have your students write a little something about themselves. The next few letters exchanged should contain information about the geographical characteristics of their environments.
4. Have the students share the information they are learning with the rest of the class.
5. Even after the geography lessons are over, encourage the students to continue writing to their pen-pals.

EVALUATION: For the first few letters, proof-read the letters and go over them with the student before mailing them. Later evaluation procedures may include talking with the students and finding out if they are relaying and receiving the correct information.

MODEL LOG CABIN

OBJECTIVE: The students will use their knowledge of pioneer life to build a model log cabin.

MATERIALS: (for one model log cabin)
12 - 6" long dowel rods 3 - 4" long dowel rods
12" cardboard rectangle 6" equilateral card-
glue board triangles
cedar chips, bark, gravel, etc.

BACKGROUND INFORMATION:

Many students have trouble understanding the fact that pioneer families often lived in one-room dwellings. By building this model, they will be able to visualize that fact.

PROCEDURE:

1. Glue four 6" sticks together. This will make one wall. Repeat two more times to make two more walls.
2. Glue three 4" sticks together, then glue one 6" stick on top. This creates the fourth wall with a doorway.
3. Glue the four walls together.
4. Bend the cardboard rectangle in half and glue each triangle to the edges of each half of the rectangle. Glue to the walls.
5. Add cedar chips, bark, gravel, etc. to the roof.

EVALUATION: Did the students work well on this project? Did they follow directions?

MODEL FORT

OBJECTIVE: The students will use their knowledge of forts to build a model fort.

MATERIALS: rulers cardboard
dowel rods glue
saws

BACKGROUND INFORMATION:

There were three major forts in Indiana. The forts were basically a small community. Students always seem to like to build things. Designing and building a model fort not only will be enjoyable for them, but will require them to think about all the things that forts provided.

PROCEDURE:

1. Divide the students into small groups of three or four.
2. Give each group of students dowel rods, glue, and a piece of cardboard.
3. Working together, the groups will design and build a fort using the materials given to them.

EVALUATION: Did the students cooperate in their groups? Did they work well together to accomplish the task? Is the fort constructed to the best of their abilities?

GROUP RESEARCH

OBJECTIVES: The students will be able to work in groups to research a given topic.

MATERIALS: Resource books from the library

PROCEDURE:

1. Divide the students into two or four groups, depending on the number of students.
2. Assign one group the topic of agriculture and the other group the topic of industry. (If using four groups, two groups for agriculture and two groups for industry.)
3. Allow the students a couple of days in class to study their given topics.
4. Have the students work together in their groups to organize their notes into outline form.

EVALUATION: Evaluate the students in their groups. Go over their outlines with them. Make sure the information is correct and presented in a clear manner.

DEBATE

- OBJECTIVE:** The students will be able to use the knowledge they gained from their research to debate whether agriculture or industry affects Indiana more.
- MATERIALS:** two groups of students
(use the same groups as in the group research project)
outlines of research
two tables facing each other
- PROCEDURE:**
1. Students will take their places at the tables. The group for agriculture will be on one side; the group for industry on the other.
 2. After flipping a coin, one side will present their opening statements. Then the other side will present their opening statements.
 3. After the opening statements are presented, the opposing sides will take turns providing reasons backing up their opening statements.
 4. Using his/her own judgement, the teacher will decide when closing statements should be made.
 5. To wrap up the activity, a class discussion should take place in which the students arrive at the conclusion that both sides contribute equally to the livelihood of Indiana. It might also be helpful to point out that different areas of Indiana rely on each aspect in a different way.

EVALUATION: Evaluate the students on their ability to provide a clear presentation. Did they present correct information? Did the two groups listen respectfully to each other? Were the students open-minded and able to "see" the other side of the argument?

*If possible, invite other classrooms in to watch the debate. A discussion could then be held with the entire group to find out what the audience learned in the presentations. After the visitors leave, discuss with your class whether or not the audience gained the information that the students wanted them to.

INDIVIDUAL RESEARCH

OBJECTIVE: The students will use library skills to find out information on a given topic.

MATERIALS: reference books
paper
pencils

PROCEDURE:

1. Each student will pick an industry, agricultural crop, or natural resource of his/her choice.
2. Using reference books, each student will research his/her topic.
3. Using the information found, the students will write a short paper on the topic. Items in the paper should include what the topic is, what it does, and why it is important.

EVALUATION: Did the students find the necessary information when researching? Was the paper written clearly so that all the information was understood by the reader?

*Good library skills are valuable throughout a person's life. Being able to look up information and summarize it is a skill every student needs. This activity requires those skills. If this is the students' first attempt at such an activity, spend ample time going over the skill of picking out the main idea, etc.

RESEARCH

OBJECTIVE: Using library skills, the students will find out the names of the people who hold the major government positions.

MATERIALS: library materials
government building (optional)

PROCEDURE:

1. Following a lesson (or lessons) on the state government, have the students make a list of the major government officials. The list should include:
Governor
Lieutenant Governor
Attorney General
Secretary of State
Auditor of State
Treasurer of State
State Senators
State Representative (from district)
2. If possible, take a trip to the State House or other government building. If that is not possible, have the students use materials from the library to find the needed information.

EVALUATION: Evaluate the students on their lists. Did they come up with the correct names?

LETTER WRITING

OBJECTIVE: The students will use their letter writing skills to write a letter to a government official.

MATERIALS: pencil
paper
address of government officials
envelopes
stamps

PROCEDURE:

1. Allow the students to pick a government official of their choice.
2. Using good letter writing skills, have the students write a letter to the chosen officials.
3. The letters should inform the reader that the class is studying Indiana and would like some information on the job of the official.
4. Proof-read the letters!
5. Address the envelopes. Place the letter in the envelope and add a stamp.

EVALUATION: Was the letter written in correct form? Were there any gramatical or spelling errors?

PUPPETS

OBJECTIVE: The students will use given materials to construct puppets of Raggedy Ann and Andy.

MATERIALS: socks markers
red yarn material
Raggedy Ann and Andy stories

PROCEDURE:

1. Divide students into groups of three or four.
2. In their groups, the students will choose a story.
3. Using the available materials, the students will construct puppets for the characters of the chosen story.

EVALUATION: Did the students work cooperatively in their groups?
Did they construct a puppet for every character in the story? Did they construct the puppets to the best of their abilities?

CARTOON STRIP

OBJECTIVE: The students will use their knowledge of cartoon strips to create one of their own.

MATERIALS: drawing paper pencils
crayons, colored pencils, etc.
"Garfield" cartoon strips

PROCEDURE:

1. Have the students look at examples of cartoon strips using "Garfield" books.
2. After looking at the cartoon strips, give each student a piece of drawing paper.
3. Using the drawing paper, have each student create his/her own comic strip. Make sure they color them!
4. Display the strips outside of the classroom for the entire school to enjoy!

EVALUATION: Do the students' comic strips make sense? Do the pictures and words go together?

RADIO SHOW

OBJECTIVE: The students will use records, tapes, and compact discs of songs by Indiana musicians to put together a tape of those songs and make a radio show.

MATERIALS: records, tapes, or compact discs of songs by
Indiana musicians
record player
tape player
compact disc player
blank tapes
tape recorder

PROCEDURE:

1. Divide the students into groups of three or four.
2. Give each group a variety of records, tapes or compact discs.
3. Working in the groups, the students will select songs and copy those songs onto a blank tape.
4. After completing the tapes, the students will share the tapes with the rest of the class. They will need to state the name of the song and who is performing it.

EVALUATION: Is the music selected by an Indiana musician? Did the students work well together? Did they do a good job of presenting their tapes?

*With the cooperation of the school principal, have the students present their radio shows over the intercom system for the whole school to enjoy!

MATERIALS

PRINTED MATERIALS

Bailey, Bernadine. *Picture Book of Indiana*. Chicago: Albert Whitman and Co., 1950 (rev. 1974).

Burnet, Mary Quick. *Art and Artists of Indiana*. New York: Century, 1921.

Cavinder, Fred D. *The Indiana Book of Records, Firsts and Fascinating Facts*. Bloomington: Indiana University Press, 1985.

The Corydon Capitol State Memorial. Corydon, IN. Indiana Department of Conservation - Division of State Parks, Lands, and Waters, 1951.

Couch, Ernie and Jill Couch. *Indiana Trivia*. Nashville: Rutledge Hill Press, 1989.

Counties of Indiana. Map. Indianapolis, IN: Indiana Historical Bureau, 19--?

Crosby, Nina E. and Elizabeth H. Marten. *Know Your State*. DOK Publication, 1984.
(source - 1995 Social Studies School Service Catalog)

Indiana Festivals and Events. Indiana Department of Commerce, Division of Tourism, 1995.

Indiana Map Collection. Map. Indianapolis, IN: Indiana Chamber of Commerce, 1991.

Indiana Recreation Guide. Department of Nnational Resources, 1995.

The Indiana State Atlas. Map. Charleston, IL: Phelps Map Publishing, 1990.

Picture America. Compact Classics, 1991.
(source - 1995 Social Studies School Service Catalog)

Porter, Gene Stratton. *Moths of the Limberlost*. Garden City, NY:
Doubleday, 1912.

Rivers of Indiana. Map. Indianapolis, IN: Indiana Historical Bureau,
19--?

Schaffer, Frank. *Exploring Our 50 States*. 1991.
(source - 1995 Social Studies School Service Catalog)

Traces of Indiana and Midwestern History. Indiana Historical Society,
Winter 1995.

Wander Indiana. Indiana Department of Commerce, 1982.

AUDIOVISUAL MATERIALS

Caldemeyer, R.H. and Byron Shurtleff. *Indiana History Filmstrips, Set 1*. U.S.: Ball State University, 1962.

---. *Indiana History Filmstrips, Set II*. U.S.: Ball State University, 1965.

Fifty States, Fifty Capitals. Video Marketing, 1991.
4 - 30 min. videos
(source - 1995 Social Studies School Service Catalog)

Hilgendorf, Jim. *Indiana, a Tribute*. Los Angeles, CA, 1991.
Video

Indiana. Book Tape US 12, Travel America Series, 1971.
Sound Recording

Keller, David. *The Hoosier Spirit*. Indianapolis: Hook Drugs, 1975.
2 film reels

Levin, Al and Marc Levin. *Indiana*. Wisconsin: Rain Tree Publishers, 1984.
Video

Our Indiana. Bredenton, Fla.: Beckley Films, 1985.
4 - 35mm filmstrips, 2 cassettes, and 1 guide

GAMES, KITS, SIMULATIONS, AND COMPUTER SOFTWARE

Endres, Susan R. *Indiana; a Multi-Media Kit*. 1979.

(found in Ball State University Educational Resources --- Kit 168)

Exploring Your World: Geography Games. Media Materials, 1985.

4 games: City Limits, States Race, Hemisphere Hunt, and World Wiz. Works with map skills.

(source - 1995 Social Studies School Service Catalog)

One Nation, Fifty States. Incentive Publications, 1993.

Activities for each of the individual states.

(source - 1995 Social Studies School Service Catalog)

COMMUNITY RESOURCES

The Chamber of Commerce of any city

Corydon Capitol State Historic Site
202 E. Walnut Street
Corydon, IN 47112
(812) 738 - 4890

Indiana Historical Bureau
140 N. Senate Ave.
Indianapolis, IN 46204

Indiana State House, Indianapolis

National and State Parks

Rest parks in Indiana

TEACHER RESOURCES

Armento, Beverly J., Gary B. Nash, Christopher L. Salter, and Karen K. Wixson. *My Indiana Home*. Teacher's Edition. Boston: Houghton Mifflin, 1991.

Crawford, Marguerite Cain and Marietta Cain Fuller. *Cornshuck Crafts: An Illustrated Handbook for Teachers and Hobbyists*. New York: Exposition Press, 1967.

Exploring Indiana. Teacher's Edition. Lexington: D.C. Heath and Company, 1991.

Gillis, Ruth Jeannette. *Indiana Books by Indiana Authors: A Guide to Children's Literature*. Bloomington: Indiana University Press, 1990.

Madison, James H. *The World Around Us: Indiana*. Teacher's Edition. Macmillan/McGraw-Hill School Publishing Co., 1991.

Paris, Lynn S. *America the Beautiful: Indiana*. Teacher's Edition. Chicago: Childrens' Press, Inc., 1991.

LITERATURE

Ackerman, Eugene. *Jeb and the Bank Robbers*. Indianapolis: Bobbs, 1958.

Jeb and John help to capture two bank robbers in a small Indiana town.

(grades 4 - 6)

Bell, W. Bruce. *A Little Dab of Color*. New York: Lothrop, Lee and Shepard, 1980.

A story of two boys and their trials with their grandmother on an Indiana farm.

(grades 4 - 6)

Burke, Carol, and Martin Light, eds. *Back in Those Days: Reminiscences and Stories of Indiana*. Bloomington: Indiana Writes, 1978.

A collection of reminiscences of longtime residents of Indiana.

Douglas, Emily Taft. *Appleseed Farm*. New York: Abingdon, 1958.

A story about Johnny Appleseed's visit to pioneer Indiana.

(grades 3 - 6)

Henry, Joanne Landers. *Log Cabin in the Woods: A True Story About a Pioneer Boy*. New York: Four Winds, 1988.

A story about a boy growing up in Indiana in 1932.

(grades 8 - 12)

Hunt, Mable Leig. *Little Girl with Seven Names*. Philadelphia: Lippencott, 1936.

A Quaker girl in Indiana who finds her seven names to be a problem at school.

(grades 3 - 5)

Long, Eleanor Rice. *Wilderness to Washington: An 1811 Journey on Horseback*. Bloomington, IN: Reflections Press, 1981.

A story about a journey made by Jonathan Jennings, who would later become the first governor of Indiana.

(grades 5 - 9)

Peet, Bill. *Pamela Camel*. Boston: Houghton Mifflin, 1984.

A story about a camel that runs away from a circus performing near Indianapolis, IN.

(grades K - 3)

Porter, Gene Stratton. *Freckles*. Bloomington: Indiana University Press, 1986 (c. 1904).

---. *A Girl of the Limberlost*. Bloomington: Indiana University Press, 1984 (c. 1909).

Riley, James Whitcomb. *The Best-Loved Poems of James Whitcomb Riley*. Indianapolis: Bobbs-Merrill, 1920 (c. 1887).

(grades 4 - 8)

---. *Joyful Poems for Children*. Indianapolis: Bobbs-Merrill, 1960 (c. 1892).

(grades 2 - 6)

---. *Riley Songs of Summer*. New York: Grosset and Dunlap, 1908 (c. 1883).

(grades 3 - 6)

Sentman, George Armor. *Drummer of Vincennes: A Story of the George Rogers Clark Expedition*. Philadelphia: Winston, 1952.

A story of the George Rogers Clark campaign to keep control of the old Northwest Territory.

(grades 5 - 7)